

Pupil premium strategy statement

Oxenhope CE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	14.44% (26 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 & 2026-27
Date this statement was published	To be agreed at LGB on 26.11.25
Date on which it will be reviewed	26.11.26
Statement authorised by	Kevin Campbell-Wright
Pupil premium lead	Alice Jones
Governor / Trustee lead	Laura Lucas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,645 plus £2,630 CLA funding from LA
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£44,275

Part A: Pupil premium strategy plan

Statement of intent

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on **all pupils**
- focussed support to target **under-performing pupils**
- specific support targeting **pupil premium pupils**

We want to support all of our children to achieve well academically. Equally important is our nurturing approach to support and sustain the emotional well-being of all our pupils. As a result, we plan to spend our Pupil Premium Grant wisely to provide every opportunity for our eligible pupils not only to match the achievement of their peers nationally but also to develop their confidence and resilience to overcome any social and emotional challenges they may face. It is embedded in our school vision that we develop deep roots to allow each child and adult to flourish. Children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.

Entitlement to free school meals does not necessarily dictate educational achievement; some of our eligible pupils have been the highest achieving in our school. We continue to focus our support on them to make sure that they achieve at the highest level therefore we implement a bespoke programme of support for each eligible child and create a plan to meet their individual needs.

We use whole-school nurturing strategies to support to our current and previously looked after pupils and also development focussed and specific targeted support to address their needs and individual vulnerabilities.

We base our actions on research done by NFER and the Education Endowment Foundation so that we know there is evidence that the strategies work.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Eligible pupils with multiple vulnerabilities do not always make sufficiently rapid progress to meet age related expectations.
2	In a few cases, eligible pupils with high prior attainment, do not always achieve at the highest levels.
3	Pupils and their families have social & emotional difficulties, including medical and mental health issues and often have lower aspirations.

4	Attendance below 90%, punctuality issues impact on learning.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Where starting points are lower, eligible pupils make rapid progress to close the gap and draw nearer to age related expectations	<ul style="list-style-type: none"> Data collected in summer 2025 and 2026 will show that between 95 and 100% of children eligible for Pupil Premium will have made at least expected progress for their starting points from the previous summer Clear tracking of interventions will demonstrate positive impact on identified children's learning and their progress has been accelerated from their starting points
Where starting points are higher, pupils continue to achieve at the highest levels	<ul style="list-style-type: none"> Data collection from summer 2025 and 2026 will show that children who have been predicted Greater Depth will have met that target Clear tracking of challenge opportunities will have a positive impact on identified children learning and progress has been accelerated from their starting points
<p>Where eligible pupils have social and emotional barriers to learning, the pastoral support team provides support</p> <p>Pupils from disadvantaged backgrounds have high aspirations for themselves</p>	<ul style="list-style-type: none"> Outcomes will be measured in terms of academic progress as well as emotional and behavioural stability. Clear tracking of interventions will demonstrate positive impact on identified children's learning and their progress has been accelerated from their starting points A whole mental health approach is implemented across school

	<ul style="list-style-type: none"> • Referrals to outside agencies are swiftly carried out to ensure families receive Early Help • RSE, mental health and wellbeing strategies are embedded and taught well throughout the curriculum • The Inclusion team identify and support families effectively to quickly eradicate barriers to learning
Where eligible pupils have attendance barriers to learning, the pastoral support team provides support to improve attendance and any required interventions to ensure that learning is not compromised and emotional needs are met.	<ul style="list-style-type: none"> • Attendance and performance is improved.
<p>Pupil premium pupils will have a breadth of experiences and access to a variety of exciting opportunities to enable them to continue their learning</p> <p>School will deliver an engaging, broad, rich and varied curriculum</p>	<ul style="list-style-type: none"> • All pupil premium pupils will be offered after school activities which will contribute to their needs such as singing club, sports clubs, creative clubs and revision clubs • Teachers will broaden pupil's experiences by planning exciting hooks into learning, visitors into school and a wide variety of trips outside school and outdoor learning • Children will be exposed to a wide variety of social, cultural, enrichment and sporting experiences within and outside the school day
School will develop further links with village pre school to support transition, early identification and referral to Pupil Premium systems.	<ul style="list-style-type: none"> • Eligible pupils will attend school wraparound care, enabling early development of family links and close communication between key practitioners. This will ensure that suitable support is rapidly identified and structure at the outset of their school journey.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school ethos of attainment for all: at our school we have an ethos of high expectations for all pupils.	1st of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
Addressing behaviour: we have effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families. New OPAL programme/strategy to be trialled during 2025-26.	2nd of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
High quality teaching for all: we emphasise "quality teaching first" and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.	3rd of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4

Meeting individual learning needs: our staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. We provide individual support for specific learning needs and group support for pupils with similar needs.	4th of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
Deploying staff effectively: we deploy our staff effectively using the best teachers to work with those who need most support. We train our staff carefully to equip them to provide effective, targeted support for pupils.	5th of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
Data driven and responding to evidence: we use data analytically to assess the impact of teaching and identify pupils' needs. We review often and address underperformance quickly.	6th of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
Clear, responsive leadership: our senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment. The school invests	7th of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4

substantial time in staff training and development.		
NFER tests purchased to support teachers in identifying specific gaps in learning. This enables teachers to individualise/personalise learning to meet pupils' specific needs.		1&2
We will be focusing on the teaching of reading and writing by securing our approach to early reading and implementing a text-based approach to English.	EEF research indicates early start to reading supports comprehension & access to the curriculum	1,2,3,4
Raise expectations of what pupils can achieve in each lesson. Raise expectations of pupils' learning behaviours so that they challenge themselves in all aspects of their learning.	NFER research indicates high expectations as a platform for learning	1,2,3,4
Catch up groups for phonics, reading and maths.	Eligible pupils require support to maintain typical progress. Group plans – timed with clear outcomes	1,2,3,4
Targeted support & investment in spelling focus (SCODE).	Eligible pupils require support to maintain typical progress	1,2,3,4
Raising the profile of greater depth writing in school. CPD offered for teaching around recognising characteristics of greater depth writing	EEF Teaching and Learning toolkit supports this.	1,2,3,4



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and moderation of greater depth writing will take place.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS1 and Reception small group intervention to support social and language skills led by the inclusion & diversity lead and class teachers.</p> <p>More experienced support staff to complete programmes of 'catch up'.</p>	<p>EEF Small group tuition- Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	1,2,3
<p>Teaching assistant contracts extended to provide targeted intervention.</p> <p>Teaching assistants throughout school deliver targeted interventions.</p> <p>Teaching assistants will be highly trained on specific interventions to maximise their impact.</p>	<p>EEF- Teaching assistants' interventions.</p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes 2. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. 4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. <p>EEF- Making the best use of teaching assistants</p>	1,2

Adaptive teaching methods to be used by teachers and teaching assistants	EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will be continuing to support pupils' social and emotional development, including provision of Nurture Room and Inclusion and Diversity Officer, high quality training for specific members of staff.</p> <p>New OPAL programme/strategy to be trialled during 2025-26.</p> <p>PAT dogs also being trialled this academic year.</p>	<p>NFER research indicated that eligible pupils require support with individual, time linked plans to access first teaching effectively.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>As evidenced in the EEF toolkit, behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p>	1,2,3,4
<p>Subsidised access to specific extra-curricular activities – educational experiences such as trips, music lessons and outdoor learning.</p>	<p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	1,2,3,4

Improved physical well-being and participation of pupil premium children in extra-curricular activities.	<p>Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit.</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	
Targeted support to monitor and improve attendance. The pastoral support team provides support to improve attendance and any required interventions to ensure that learning is not compromised and emotional needs are met.	The evidence that to avoid gaps in learning and development, children's attendance needs to be regular and sustained. Working closely with parents and carers is a large time investment has been shown to be one of the most effective ways of improving children's attendance.	1,2,3,4
Statutory provision from Pupil Premium, including school uniform subsidy, free milk, educational visits etc	Meet pupil's physical and nutritional needs according to statutory requirements	3

Total budgeted cost: £44,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes

- Our strategic approach relies heavily on our nurturing approach to improving the emotional well-being of all our pupils as well as the academic achievements of our pupils. The outcomes of this approach are more difficult to measure and monitor than purely academic outcomes. However, we are confident that this approach is instilling our eligible children with the confidence, skills and resilience to overcome challenges and match the achievements of their peers.
- The outcomes for 2024-25 demonstrate that many of our eligible pupils achieve above national age-related expectations. The method of implementing a bespoke programme of support for each eligible child appears to be achieving the desired outcomes for most eligible pupils. The individual plan for each pupil was further refined to improve the outcomes over the year, particularly for the few pupils whose outcomes are not yet matching those of their non-eligible peers.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Where starting points were lower, eligible pupils made progress to close the gap and draw nearer to age related expectations	<ul style="list-style-type: none"> • Data collected from the 2024-25 academic year shows that children eligible for pupil premium are inline or better than age-related national data in reading, writing and maths.
Where eligible pupils had social and emotional barriers to learning, the pastoral support team provided support. Pupils from disadvantaged backgrounds have high aspirations for themselves.	<ul style="list-style-type: none"> • Interventions to support pupils' emotional and behavioural stability have, for the most part, proved successful • A whole mental health approach has been implemented across school • Referrals to outside agencies have been swiftly carried out to ensure families received Early Help when needed • RSE, mental health and wellbeing strategies are being embedded and taught well throughout the curriculum • The Inclusion team continue to identify and support pupils and families effectively with the aim of quickly eradicating barriers to learning

	<ul style="list-style-type: none"> Individual PP plans have meant that staff can drill down to the bespoke needs of each PP eligible child.
Where eligible pupils had attendance barriers to learning, the pastoral support team provides support to improve attendance and any required interventions to ensure that learning is not compromised and emotional needs are met.	<ul style="list-style-type: none"> Attendance is in-line with national therefore the inclusion team's work has had an impact. See below for details relating to Persistent Absence for PP pupils
Pupil premium pupils have had a breadth of experiences and access to a variety of exciting opportunities to enable them to continue their learning School has delivered an engaging, broad, rich and varied curriculum	<ul style="list-style-type: none"> Eligible pupils have been offered after school activities which have contributed to their needs and experiences Teachers have broadened pupil's experiences by planning exciting hooks into learning, visitors into school and a wide variety of trips outside school and outdoor learning Children have been exposed to a wide variety of social, cultural, enrichment and sporting experiences within and outside the school day

Attendance

Oxenhope Attendance 2024-25	94.8%
National Attendance 2024-25	93.1%
Oxenhope non PP Attendance 2024-25	95.6%
National non PP Attendance 2024-25	95.4%
Oxenhope non FSM attendance 2024-25	95.4%
National non FSM attendance 2024-25	95.4%
Oxenhope FSM attendance 2024-25	89.2%
National FSM attendance 2024-25	91.9
Oxenhope non PP Persistent absence 2024-25	6.1%
National non PP Persistent absence 2024-25	9.4%
Oxenhope non FSM Persistent absence 2024-25	6.5%
National non FSM Persistent absence 2024-25	9.6%
Oxenhope FSM Persistent absence 2024-25	31.6%
National FSM Persistent absence 2024-25	27.1%

- Attendance figures for non PP were higher than national but attendance for FSM was slightly lower than national. Figures were skewed by SEND

related factors

- PP persistent absence slightly was lower than national but figures were skewed by SEND related factors

24-25 Statutory Data

➤ +10% nationally	At or above national	Below national by less than 10%	Well below national by more than 10%

EYFS

FSM GLD in R	50%
FSM GLD national	51.5%

- The overall trend is positive. With only small numbers of eligible pupils in the cohort, the progress made by individuals is the most important factor.

Phonics

No eligible pupils in the Y1 cohort

FSM Y2 Phonics retake 2024-25	100%
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- Catchup groups have proved effective.
- Focuses on reading and writing have proved effective. With only small numbers of eligible pupils in the cohort, the progress made by individuals is the most important factor. Due to the low number of pupils affected by the data some results and data about our pupils needs to be suppressed to avoid making these figures public to protect individual privacy. Data will be reviewed internally, and provision modified if appropriate.

KS2 – Year 6 – There were 9 children eligible for PP

KS2	Oxenhop e	National
Maths	77.8%	74%
Maths non PP	88.2%	80%
Maths non FSM	78.9%	80%
Maths FSM	75%	61%
Reading	92.6%	75%
Reading non PP	94.1%	81%
Reading non FSM	94.7%	80%
Reading FSM	87.5%	63%
Writing	85%	72%
Writing non PP	82.4%	69%

Writing non FSM	73%	69%
Writing FSM	50%	47%
Reading, writing, maths combined	66.7%	62%
Reading, writing, maths combined non PP	82.4%	69%
Reading, writing, maths combined non FSM	73.7%	69%
Reading, writing, maths combined non FSM	50%	47%

- National average attainment for PP is yet to be confirmed. The overall trend is very positive with PP/FSM eligible pupils being about national average in most subjects.

Externally provided programmes

Includes the names of some of the non-DfE programmes that were purchased in the previous academic year. This helps the Department for Education identify which ones are popular in England

Programme	Provider
NFER tests	NFER
SCODE spelling programme	SCODE
Sharon Day Maths	Sharon Day
SCARF	Coram Education
White Rose Maths	White Rose Maths Hub
TT Rockstars	TT Rockstars

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Focus on attendance, communication, support for behaviour challenges, general inclusion in nurture support strategies. Enhanced support at identified times of anticipated need and factors identified in individual pupil premium plan.
What was the impact of that spending on service pupil premium eligible pupils?	Improved attendance and behaviour. Positive relationships with the pupils and their families.